DOCUMENT RESUME

ED 235 681 FL 013 979

TITLE	Curriculum Study: Foreign Languages. A Report from the Foreign Languages Curriculum Study Committee to the North Carolina State Board of Education.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	83
NOTE	74p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Educational Policy; Elementary Secondary Education; Higher Education; Language Teachers; Questionnaires; *Second Language Instruction; *Second Language Programs; *State Surveys
IDENTIFIERS	North Carolina

ABSTRACT

The status of state foreign language programs is reviewed, and recommendations are made to improve the quality of foreign language education in North Carolina. The Foreign Language Curriculum Study Committee identified major language education issues in North Carolina, collected background information and data pertaining to these issues, analyzed the data, developed goals for foreign language education, made recommendations, and identified outcomes which would follow implementation. Background data included school visitation reports; questionnaires sent to students, business people, and school systems in North Carolina; a survey of selected college and university professors; and a profile of North Carolina foreign language teachers. Based upon data analysis, 19 recommendations were formulated. These related to the amount of time a student should be required to study a foreign language, the development of a foreign language curriculum guide, the expansion of German language programs, implementation of quality assurance programs, testing programs in oral proficiency, and textbook acquisition. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235681

Curriculum Study Foreign Languages

A REPORT FROM THE FOREIGN LANGUAGES CURRICULUM STUDY COMMITTEE TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.C. Dept. of Public Instruction

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

North Carolina Department of Public Instruction
1983

FL013979

FOREWORD

The overall purpose of education is to prepare students to lead productive lives in their communities. The ability to communicate--to communicate well--is essential to the attainment of this goal. While the ability to use the English language is necessary for Americans to function in the local community, the ability to use a second language is essential to productive living in the larger international community. This larger community is made up of societies that have been brought closer together by technological advances and common needs. Every individual and every group on this planet is affected daily by international systems of economics, trade, politics, and communication. A basic education must prepare students to become global citizens; this process can begin with second language proficiency.

Increased linguistic capability is essential to the preparation of citizens who will be both competitive in the world market and cooperative in the world problem-solving arena. It is important for everyone to realize that immigrants continue to settle in steadily growing numbers of communities in North Carolina, that the economic growth of this State continues to depend in large part upon international trade, and that the resulting proximity of cultures is very real. This reality brings a new dimension to communication and new challenge to education: as immigrants become American-literate, Americans can become internationally-literate citizens.

The benefits of foreign language study extend across many levels, including the academic, the aesthetic, and the practical. All levels can be experienced if students are given the opportunity to develop language proficiency and to gain knowledge about other cultures. Therefore, the recommendations in this report focus on the improvement of instruction and the expansion of present programs, with an emphasis on staff training, curriculum modification, and community involvement.

The Foreign Language Study Committee is to be commended for conducting a thorough study of the North Carolina foreign language curriculum, for emphasizing language proficiency, and for recommending ways to reach proficiency more effectively.

A. Craig Phillips
State Superintendent of Public Instruction

ACKNOWLEDGEMENTS

In the process of conducting any major study and producing a supporting document, much work and sacrifice is usually involved on the part of many individuals. Certainly that is the case with the Foreign Language Curriculum Study. It is appropriate, therefore, that appreciation be expressed to all those who labored and/or supported the study so diligently.

Gratitude is expressed to the Committee members and consultants for the long hours and hard work they contributed. Gratitude is also expressed to: State Superintendent A. Craig Phillips, Deputy State Superintendent Jerome Melton, and Assistant State Superintendent of Instructional Services George Kahdy for their encouragement and support; Deputy Assistant State Superintendent for Instructional Services Jerry Beaver for his leadership and direction; the Special Assistants in the Instructional Services Area--Wayne Dillon, Betty Moore, and Mary Purnell for their participation and contributions; and the Division of Communication Skills staff--Assistant Director Margaret Gayle, Jerry Toussaint and Fran Hoch for serving as consultants and committee staff.

Special appreciation is expressed to Charles Rivers, Director of the Division of Communication Skills, for his encouragement, support, contributions and many hours of effort spent solving administrative problems. Special appreciation also is expressed to Doretha Strickland, Carolyn Matthews, and Janet Mangum, secretaries in the Division of Communication Skills, for all they did in facilitating the preparation of this final report.

Finally, we shall always remember the advice solicited and received from educators at the elementary and secondary level and from higher education.

George T. Whitlatch

George T. Whitlatch, Chairman
Foreign Language Curriculum Study Committee

CONTENTS

FOREWORD i

ACKNOWLEDGEMENTS ii

INTRODUCTION 1

ORGANIZATION OF THE STUDY 8

BACKGROUND STATUS OF FOREIGN LANGUAGE EDUCATION 12

RECOMMENDATIONS AND RATIONALES 16

APPENDICES

A. MEMBERSHIP OF FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE 40

B. CONSULTANTS FOR FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE 44

C. SDPI STAFF FOR FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE 46

D. LOG OF FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE 48

E. FOREIGN LANGUAGE ENROLLMENTS IN NORTH CAROLINA PUBLIC SCHOOLS 50

F. SCHOOL VISITATION REPORTS: A REVIEW 54

G. A REPORT OF STUDENT QUESTIONNAIRES SENT TO THE FOREIGN LANGUAGE CURRICULUM COMMITTEE MEMBERS 56

H. A REPORT OF THE QUESTIONNAIRE SENT TO BUSINESS PEOPLE IN NORTH CAROLINA 60

I. A REPORT OF THE QUESTIONNAIRE SENT TO SCHOOL SYSTEMS IN NORTH CAROLINA 64

J. SURVEY OF SELECTED COLLEGE AND UNIVERSITY PROFESSORS 68

K. A PROFILE OF THE NORTH CAROLINA FOREIGN LANGUAGE TEACHERS (1981-82) 72

BIBLIOGRAPHY 74

INTRODUCTION

RATIONALE:

Since the time of Thomas Jefferson, our democracy has been based on the belief that our citizens need to be well informed, both as individuals and as members of the community, if their judgment and decisions are to be effective. Today more than ever, to be well informed, we need to understand the context in which we function; that context includes our community, and our nation, and our world. American schools must include a recognition of the new challenges with which we all live and a recognition of how seemingly distant events affect personal, community, and national choices. One aid to coping with the challenges of a global community is the acquisition of a second language.

Many individuals and groups at state, national and international levels have expressed the importance of stressing *proficiency in foreign language programs. As recently as 1975, the Helsinki Agreements expressed the need for greater linguistic capability for better world understanding and cooperation; in 1979, the Presidential Commission Report on Foreign Language and International Studies, entitled Strength Through Wisdom, focused on the lack of proficiency among American students and adults; and in his book, The Tongue-Tied American, 1980, Congressman Paul Simon concluded that "Because of the language gap, the loss to this nation's cultural life is inestimable."

The Foreign Language Study Committee is aware that the world is shrinking because of advances in media and transportation, because of stepped-up trade across the globe, and because of increased communication among educators,

*Proficiency: the ability to use a foreign language to communicate

business persons, and leaders around the world. However, the Committee recognized that the very advances that have brought humanity together have also created problems which all people now share. World compression is a reality which dictates the need for cooperation among all nations. Cooperation can be realized if people have the language profiency and cultural knowledge required in today's world of instant face-to-face interaction.

Contact with other cultures is a reality in North Carolina. The numbers of immigrants are growing steadily, and the state's international business and trade activity is increasing annually. In as much as the majority of the State's graduates enter some business-related profession or career, it is imperative that they not be counted among the 100,000 Americans who lose jobs in international business every year because they cannot communicate in a foreign language. It is the conviction of the Committee that decision-makers have the responsibility for weighing carefully what is truly essential to a basic education, and that all students have a right to the benefit of foreign language study. A basic education must provide opportunities for all students to benefit from foreign language study on several levels, including the academic, the aesthetic, and the practical. All three levels are addressed in the goal statement of the Modern Language Association of America, which continues to hold as true in 1983 as it did twenty-seven years ago:

> The purposes of a foreign language program are to help students gain knowledge, understanding, and appreciation of languages and cultures; to develop communicative skills; and to grow in awareness of the people whose languages and cultures are being studied. (Modern Language Association, 1956)

The Committee is convinced that foreign language proficiency is essential to the real-life preparation of all students. However, it is aware also that most students enrolled in foreign language programs in North Carolina do

not continue their study for more than two years. It recognizes that high levels of proficiency can be achieved only through long, unbroken sequences of study, and that the curriculum must prepare students to use foreign language skills for a variety of purposes in a variety of contexts. Progress made toward proficiency is relative to time and effort devoted to it. Therefore, this Committee recognizes that it is essential for educators and administrators at all levels, as well as for parents, counselors, and business leaders in North Carolina to be informed of the conclusions that have been advanced by research on language proficiency. Generally, research has shown that foreign language proficiency can increase the power for communication in English and improve the overall academic achievement of students. More specifically, a number of ERIC studies have arrived at the following three conclusions:

1. students enrolled in foreign language programs tend to become more verbal and the extent to which students are verbal correlates strongly with their scores on tests of general academic achievement;
2. the extent to which students are proficient in their own language can determine how well they can perform on second language achievement tests; and
3. students learn both native and foreign language best before age ten.

Studies which reveal such information can help teachers and administrators to formulate and implement the type of language program that would be of greatest benefit to all students.

Recognizing the need to develop a K-12 curriculum that stretches the ability of students to use language in real-life situations, the Committee has formulated and submitted in this report a number of data-based recommendations. Language proficiency is at the heart of all the recommendations presented here. In order for the goal of proficiency to be achieved, a number of conditions must be present and continuous. Therefore, these recommendations deal squarely with questions of curriculum, training, support, and promotion. A summary of these recommendations follows. Rationales are included elsewhere in this report.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATION NO. 1

The Committee recommends that every student study a second language every day for thirteen years; some students will study more than one language. Implementation should be in the following order:

Priority I: Every local unit should provide a four-year sequence of at least one foreign language in grades 9-12 for all secondary students.

Priority II: Foreign language instruction should be offered in grades 7-8 and at the same time begun in kindergarten, leading to an uninterrupted program in grades K-12 for every student.

RECOMMENDATION NO. 2

The Committee recommends that every local school unit develop a foreign language curriculum guide, using the North Carolina Course of Study and the Competency Goals and Performance Indicators as references and that the guide be reviewed periodically.

RECOMMENDATION NO. 3

The Committee recommends that Spanish, French, and German continue to be the basic modern foreign languages offered by the local school units. Local units should have the option of choosing among the languages to determine those which they wish to offer in grades K-12. Local schools which presently offer no foreign language should consider first implementing a program in Spanish, recognizing its increasing significance as the nation's most utilized second language.

RECOMMENDATION NO. 4

The Committee recommends that ways be found to promote the expansion of the German program through recognition of the importance of German to the North Carolina business community; non-traditional languages (i.e. Japanese, Chinese, Arabic) should be added when they are necessary to meet community needs.

RECOMMENDATION NO. 5

The Committee recommends that every local school unit make Latin available to secondary school students.

RECOMMENDATION NO. 6

The Committee recommends the creation of new courses within the foreign language curriculum for non-traditional language students and the development of a plan for linking foreign languages and employment opportunities.

RECOMMENDATION NO. 7

The Committee recommends strict interpretation of the Quality Assurance Program regarding certification and endorsement of foreign language teachers.

RECOMMENDATION NO. 8

The Committee recommends that methods be developed to increase the efficiency of foreign language teachers in the teaching of communication skills, i.e. listening and speaking skills, and the maintenance of teachers' proficiency in the target language.

RECOMMENDATION NO. 9

The Committee recommends the development of a program to train teachers in the testing of oral proficiency.

RECOMMENDATION NO. 10

The Committee recommends that maximum size for foreign language classes be limited to 20 students in grades 7-12. In the elementary schools, foreign language teachers should not work with more than 10-15 students at one time.

RECOMMENDATION NO. 11

The Committee recommends that the school organization include the foreign language department as a separate and distinct entity.

RECOMMENDATION NO. 12

The Committee recommends that all foreign language teachers have a daily planning period which is free of any responsibilities for supervising students.

RECOMMENDATION NO. 13

The Committee recommends that textbook funds be increased to $25.00 per capita to ensure that each student has a foreign language text appropriate to his level from the most recent state-adopted list.

RECOMMENDATION NO. 14

The Committee recommends that additional, categorical monies be appropriated based on enrollment in foreign language classes to purchase audiovisual equipment and supporting materials specifically for use in the foreign language classroom and that provision be made for assisting teachers in implementing new technology in the foreign language classroom.

RECOMMENDATION NO. 15

The Committee recommends that as monies become available for construction and renovation of public school buildings, appropriate facilities for foreign language instruction be provided.

RECOMMENDATION NO. 16

The Committee recommends that monies be made available to local school units and at the state level for the development of innovative activities which stimulate interest and participation in second language study.

RECOMMENDATION NO. 17

The Committee recommends that the State Department of Public Instruction establish an advisory council composed of representatives from the legislature, business, education, the media, government, law enforcement, PTA, and other areas to recommends ways to promote foreign languages throughout the state. The Committee further recommends that the Division of Communication Skills, the Division of Community Schools and the Regional Centers organize eight regional councils which would identify community resources and foreign language-related activities within their regions, suggest means for supporting foreign language study, and strengthen ties with the business community.

RECOMMENDATION NO. 18

The Committee recommends that ways be found to improve communication among foreign language teachers around the state and to identify and disseminate information about foreign language activities and resources.

RECOMMENDATION NO. 19

The Committee recommends the preparation of public service announcements for local media and the promotion of a "Year of Foreign Languages" in order to increase public awareness of the importance of second language study.

If the recommendations of this Committee are accepted and implemented, the following improvements can be expected in the foreign language program:

1. Second language study for all students; additional languages for some students.
2. Increased student ability to communicate through small classes, a lengthened sequence of study, and a proficiency-based curriculum.
3. Decreased attrition in enrollment for upper-level courses.
4. New methods of testing oral proficiency.
5. Expansion of programs in German and Latin; addition of new languages (i.e. Japanese, Chinese, Arabic) as needed.
6. Development of an awareness program of employment opportunities in foreign languages.
7. Improved physical environment for foreign language instruction.

8. Greater availability of supplementary materials.
9. Greater use of audiovisual equipment and other technology.
10. Improved foreign language instruction.
11. More certified foreign language teachers.
12. Greater opportunities for in-service training to improve teachers' target language skills and teaching competencies.
13. Greater opportunities by foreign language teachers to effect decisions about their program.
14. Greater utilization in foreign language programs of community/ business resources in all regions across the state.
15. Increased enrichment activities for students.
16. Greater public awareness and support for the foreign language program.
17. Enhanced potential for cross-cultural understanding in the community.

EPILOGUE

The Foreign Language Curriculum Study Committee is committed to making proficiency in a second language the goal of the curriculum and to the need for modification of the present program to achieve this goal. However, the Committee does recognize that a proficiency-based program requires commitment to the following: on-going maintenance of teacher language skills; intensive training in assessment of language skills; development of clear definitions of proficiency levels; and use of these definitions to plan and implement a curriculum that will lead to the ability to communicate in a foreign language.

This Study Committee is convinced that commitment to modification of the present curriculum can result in the type of foreign language program that is essential to a basic education in North Carolina.

ORGANIZATION OF THE STUDY

Formation

The Foreign Language Curriculum Study Committee was appointed by Dr. A. Craig Phillips, State Superintendent of Public Instruction, in May 1981 after the State Board of Education approved the study. The Committee was formed in response to a need to study the total foreign language program as observed and expressed by educators in all capacities and at all levels throughout North Carolina.

Purpose

The purpose of the Foreign Language Curriculum Study Committee was to thoroughly review the status of the state foreign language program and to develop recommendations which, upon implementation, would significantly improve the quality of foreign language education in North Carolina.

Committee

The Foreign Language Curriculum Study Committee was composed of thirteen members as follows:

Six high school teachers: one Latin, two French, and three Spanish

Three junior high school teachers: one German and Latin and two Spanish

Two elementary school French teachers

One language supervisor

One college foreign language educator

State geographical representation was evident in the Committee with members from the mountains to the coast. The composition of the Committee by race and by sex was 10 white and 3 minority members; 11 female and 2 male members.

Support Staff

In addition to the Committee, members of the Department of Public Instruction played an active role in working with and providing assistance to the Foreign Language Curriculum Study Committee. The following DPI staff were involved, to varying degrees, in the study:

State Superintendent
Deputy State Superintendent
Assistant State Superintendent for Instructional Services
Deputy Assistant Superintendent for Instructional Services
Special Assistants for Instructional Services
- Elementary Education
- Middle Grades Education
- Secondary Education
- Curriculum and Administration

Division of Communication Skills Staff
- Director
- Assistant Director
- Consultants (2)
- Secretaries (5)

Pre-Committee Work

Once the decision had been made to conduct the Curriculum Study, with State Board of Education approval, a Coordinator within the Division of Communication Skills was chosen. The Coordinator, Division Director, Division staff, Assistant State Superintendent, and Deputy Assistant Superintendent, after much work and discussion, decided on the Committee composition. A recommended list of possible Committee members was compiled and then prospective members were individually invited to serve on the Committee. After all had accepted, one member was asked to serve as Chairperson.

Committee Organization

Prior to the first Committee meeting, the Foreign Language Consultants compiled a list of major issues and questions facing foreign language education, both nationally and statewide, which the committee should consider. The issues were classified into three major categories: Curriculum, School and Community. A Subcommittee for each of these areas was then organized. Later, a fourth subcommittee for Staff was formed. The areas of responsibility for the four subcommittees were:

Curriculum	Philosophy Scope Sequence
School	Administration and Supervision Facilities Equipment Materials
Community	Needs Promotion and Awareness Resources
Staff	Preservice/In-service Certification

Procedure

Each subcommittee was under the leadership of a chairperson with assistance from the Division of Communication Skills staff. The subcommittees worked independently on their areas of responsibility; however, at the conclusion of each work session, the subcommittees reported on their progress to the full Committee. This procedure provided the opportunity for all members of the Committee to suggest and recommend changes to each sub-section. The procedural plan of each subcommittee was:

1. Identification of major issues
2. Collection of background information and data pertaining to these issues
3. Analysis and discussion of data and information
4. Development of goals for foreign language education
5. Development of recommendations and rationales
6. Identification of possible outcomes if recommendations are implemented

Process

The first full meeting of the Foreign Language Curriculum Study Committee was held on June 16, 1981, followed by six more work sessions through January 28-29, 1983. The Committee Chairperson and the Coordinator developed a full draft report from the work of the subcommittees. The full Foreign Language Curriculum Study Committee met on February 21, 1983 for discussion of the entire report. The Committee held a final meeting on May 27, 1983 to review a revised draft and make additional changes. The completed report was presented to the State Board of Education in the summer of 1983.

BACKGROUND STATUS OF FOREIGN LANGUAGE EDUCATION

As of 1979, some 3,800,000 American students in middle and high schools were studying foreign languages. This number indicates that the teaching of foreign languages is a large-scale activity. Nevertheless, statistics point out the decline of American students in foreign language classes at the pre-university level. According to S. Frederick Starr (22), in 1915 36% of these students were studying modern foreign languages. Following World War I, however, a decline began and by the mid-1950's enrollments were 20%. In the 1960's as a reaction to Sputnik, the percentage rose to 24% but in the 70's began to decline once again and by 1974 had dropped to 18%. (For specific information on foreign language enrollments in North Carolina, see Appendix E.)

The continuing decline in foreign language study at both the pre-university and university levels was one of the factors leading to the establishment of the President's Commission on Foreign Language and International Studies. The Commission was formed by President Jimmy Carter on April 21, 1978 as a result of the final action of the Helsinki Accords which committed the signatory states "to encourage the study of foreign language and civilization as an important means of expanding communication among peoples." The objectives of the President's Commission were to (23):

1. Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world.

2. Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

3. Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

4. Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

Composed of twenty-five members from many areas of society, the Commission studied all aspects of foreign language and international education and in November 1979 issued its report to President Carter. The principal recommendations for foreign languages and the specific recommendations for grades K-12 follow (23):

I. Foreign Language

A. Twenty regional centers funded by the U.S. Department of Education, should reinvestigate and upgrade the foreign language and teaching competencies of foreign language teachers at all levels. The regional centers should be organized as part of the international studies centers recommended for higher education.

B. Twenty to thirty Department of Education-funded summer institutes should be offered abroad annually with objectives similar to those of the regional centers, but to include advanced students and teachers of subjects other than foreign language and to give special attention to the less commonly taught languages.

C. Schools, colleges, and universities should reinstate foreign language requirements.

D. The Department of Education should provide incentive funding to schools and postsecondary institutions for foreign language teaching: $20 per pre-high school student in the first two years of language courses, $30 and $40 respectively per high school and college student enrolled in third and fourth year language courses with an additional $15 per student enrolled in the less commonly taught languages.

E. The Department of Education should support Language and International Studies High Schools, 20 initially in major population centers and eventually up to 60, to serve as national models and offer intensive and advanced language and international studies in addition to regular courses, with special support to ensure minority enrollment.

F. The National Institute of Education (NIE), National Endowment for the Humanities (NEH), and Fund for the Improvement of Postsecondary Education (FUND) (as well as NDEA Title VI research programs) should support pedagogical experimentation in foreign language teaching, particularly in effective methodology.

G. A National Criteria and Assessment Program, funded by NIE, should develop foreign language proficiency tests, and report on, monitor, and assess foreign language teaching in the U.S.

H. All State Departments of Education should have Foreign Language Specialists. Every state should estabish an Advisory Council on Foreign Language and International Studies to advise and recommend ways to strengthen these fields in their education systems.

I. The U.S. government should achieve 100% compliance in filling positions designated as requiring foreign language proficiency, review criteria for such designation in order to strengthen the government's foreign language capability, and evaluate the career incentives for obtaining and retaining foreign language and area expertise.

II. Kindergarten through Twelfth Grade (K-12)

A. The Secretary of Education should declare foreign language and international studies a top priority and encourage their increased support through a variety of existing and new Department-funded programs in the schools.

B. The Department of Education should give major support to up to six states for comprehensive state-wide model programs to integrate international studies throughout school curricula.

C. In all states the Department of Education should support an international education specialist in the state education authority to give leadership to strengthening policy and programs in international education, the states to share the cost after an initial three years.

D. The National Association of State Directors of Teacher Education and Certification, in collaboration with its 20 member organizations, should encourage the incorporation of an international education requirement in licensing or certification of all teachers, especially in social studies, thereby encouraging schools of education to strengthen the international studies component of their curriculum.

E. Teacher professional development programs in international education should be strengthened and expanded to include all subject fields and involve summer institutes, experience abroad, and ongoing programs in school districts.

F. A major role in intercultural and language teaching should be given to America's ethnic and linguistic minorities and to foreign students and visitors to the U.S., as well as to returned Peace Corps volunteers and other Americans having extensive experience abroad.

G. Major attention is recommended for curriculum development in international studies--to assess and disseminate existing materials and to develop new curricula, with support from NIE, NEH, and the Fund.

H. International school exchanges involving students, teachers, administrators, and policy-makers should be expanded through the Department of Education and U.S. International Communication Agency (USICA)-funded programs as well as through the private sector.

I. In the media, particularly television, international education programs for young children should be increased.

J. The role of professional associations in strengthening international education in the schools should be intensified.

K. NIE and the National Science Foundation (NSF), among others, should increase their support for much-needed research on how international education can be most effectively incorporated into elementary and secondary education.

The Foreign Language Study Committee has examined the Report of the President's Commission in regard to the particular concerns of North Carolina. In addition, the Committee has reviewed other research and initiated its own studies and surveys pertinent to the role of foreign language in the state. The problem and challenges which were addressed in this examination are discussed in this report.

RECOMMENDATIONS AND RATIONALES

RECOMMENDATION NO. 1:

The Committee recommends that every student study a second language every day for thirteen years; some students will study more than one language. Implementation should be in the following order:

Priority I: Every local unit should provide a four-year sequence of at least one foreign language in grades 9-12 for all secondary students.

Priority II: Foreign language instruction should be offered in grades 7-8 and at the same time begun in kindergarten, leading to an uninterrupted program in grades K-12 for every student.

RATIONALE:

The Committee believes that second language study is basic to a complete education for all students and that the primary goal of second language instruction should be communication. At the completion of study, a student should be able to understand, speak, read, and write a second language in order to communicate effectively with others in that language. To attain these skills, students need a long sequence of study, excellent teachers and an environment conducive to learning.

According to SDPI statistics for the scholastic year 1981-82, approximately 23% of the students in grades 9-12 are enrolled in foreign language study. In addition, an examination of attrition rates by level for foreign language students from 1979 through 1982 revealed that approximately 10% of the students complete at least two years. (See Appendix E) Moreover, 17% of the state's schools which include grade 9 or above offer no foreign language; in addition only 53% offer more than two years and 15% more than three years. In grades K-6 as of 1981-82, there were foreign language programs in only 8 local units serving approximately 1552 students. The present status of foreign language education therefore, is well below the desired goal of language study for all students. In order to achieve universal foreign language instruction, the Committee suggests two stages for implementation.

The first priority should be a four-year sequence of foreign language instruction in at least one language for every secondary school student in the state. A student's ability to communicate is directly related to the number of years of foreign language study. Forty-seven percent of the secondary schools offer only two years of study, but this is not sufficient to enable students to understand, speak, read, and write the language effectively. In order to develop students with the ability to communicate, the educational system must provide them with a continuous program of study. The minimal number of years necessary to attain basic communication skills is a four-year uninterrupted sequence.

Once the four-year program at the secondary level has been achieved, the next priority for implementation is the introduction of foreign language in grades 7 and 8 for a six-year sequence of language instruction. At the same time foreign language study should be begun in kindergarten. Each subsequent year, one elementary grade should be added, leading to an eventual uninterrupted sequence in grades K-12. Proponents of an early start of foreign language instruction offer two arguments. First, according to Penfield and Roberts (19), the young child's brain is uniquely well-adapted for language learning and the optimum age for language learning occurs within the first decade of life. Teachers who have taught youngsters support this idea and point out that young children mimic more easily, are less self-conscious, and sustain enthusiasm better than adolescents. The second argument logically proposes that acquiring a foreign language demands many hours of exposure to develop proficiency. The earlier students begin, the longer their total period of learning will be.

Certain factors should be considered in regard to elementary-school foreign language programs. All the data support the same finding: (3,11,15, 29,31):

1. Teachers for the early grades need enthusiasm for their work, adequate training as primary teachers and as foreign language teachers, and a good command of the target language.

2. The curriculum must be carefully planned on every level to accomodate the ability of the children; sequentialization and articulation of the curriculum are essential, incorporating appropriate methodology and materials.

3. Continuity of teaching from elementary to middle or junior high school and on into senior high school must be assured.

The corollaries to these findings suggest that pressing untrained teachers into second language teaching, putting together a hodgepodge of "fun" activities,and having a year or more interruption in the middle grades before resuming instruction will all result in an expensive, frustrating failure.

RECOMMENDATION NO. 2:

The Committee recommends that every local school unit develop a foreign language curriculum guide, using the North Carolina Course of Study and the Competency Goals and Performance Indicators as references and that the guide be reviewed periodically.

RATIONALE:

Maintaining consistency and continuity from level to level of language learning is essential to an effective program. In their book, Award-Winning Foreign Language Programs, Sims and Hammond (29) list a well-articulated curriculum as paramount to success. A curriculum guide not only helps to facilitate implementation of the instructional program, but is also informs the people who need to know what the students are doing both generally and specifically. Administrators, supervisors, guidance counselors, boards

of education, parents and the community at large need to have this information at hand. The Course of Study describes the content of the foreign language program and the Competency Goals and Performance Indicators contains the skills sequence for foreign language study and ways to measure student progress toward stated goals. Utilization of the cited SDPI materials will provide guidelines for implementing an effective curriculum.

RECOMMENDATION NO. 3:

The Committee recommends that Spanish, French, and German continue to be the basic modern foreign languages offered by the local school units. Local units should have the option of choosing among the languages to determine those which they wish to offer in grades K-12. Local schools which presently offer no foreign language should consider first implementing a program in Spanish, recognizing its increasing significance as the nation's most utilized second language.

RATIONALE:

Spanish, French and German traditionally have been the modern languages offered in the public schools in North Carolina. Spanish is of great importance to both the national and international communities. It is the second language of the United States which is now the fourth largest Spanish-speaking country in the world. Moreover, increased trade with Latin America, where few people speak English, requires the use of Spanish as the language of business.

French continues to be an international language of business. It is especially useful in trade and diplomacy with Canada and many African countries. It is also recommended for certain college liberal arts majors. German is of growing importance in international business, particularly in North Carolina which is developing close ties with German industry.

In its recent survey of North Carolina business engaged in international trade (see Appendix H), the Committee discovered the need for employees proficient in foreign languages, particularly in the areas

of sales, management, clerical work, and engineering. The languages mentioned most often were Spanish, German, and French. Although some companies suggested Japanese and Arabic, these languages appeared not to be as important to the community at the present time. The Committee, therefore, recommends that the traditional languages remain at the core of the foreign curriculum at this time, in accordance with community needs.

RECOMMENDATION NO. 4:

The Committee recommends that ways be found to promote the expansion of the German program through recognition of the importance of German to the North Carolina business community; non-traditional languages (i.e. Japanese, Chinese, Arabic) should be added when they are necessary to meet community needs.

RATIONALE:

In 1980-81 only 3% of the foreign language students in North Carolina were studying German as compared to 48% in Spanish and 42% in French. However, German is increasing in importance to the business community of the state. North Carolina has a trade mission in Germany to encourage the sale of exports and to attract German investment to the state. The Committee's survey of businessmen in North Carolina ranked German as second only to Spanish in value to international trade (see Appendix H). German teachers in North Carolina, however, are being underutilized. The 48 German teachers in the state are teaching only 2,358 students, indicating that many are teaching other subjects. Through creative management within local school units involving itinerant teachers or the transporting of students to a central location, the present teachers could be utilized effectively in expanding the teaching of German. In addition, the SDPI should investigate programs sponsored by the Goethe Institute, an educational organization funded by the German government, to train additional teachers of German at minimal cost.

The Committee believes that the foreign language curriculum should address the needs of the community. At the present time Spanish, German, and French appear to be the most necessary languages for North Carolina. However, it believes that local school systems should be cognizant of the ever-changing nature of the community and should be ready to respond to the need for additional languages when it arises.

RECOMMENDATION NO. 5:

The Committee recommends that every local school unit make Latin available to secondary school students.

RATIONALE:

The relevance of Latin to the modern world occurs in at least four main areas: linguistic, evidenced by the large number of words in the English language derived from Latin, especially in such technical areas as medicine, pharmacology, and space science; aesthetic, visible in the frequency of allusions to Latin mythology and art; socio-political, perceived in the understanding of Roman influence throughout hundreds of years of world history; and ethical, as seen in the areas of philosophy and religion. Many studies over the past twelve years demonstrate repeatedly and consistently the benefits gained from studying Latin. In an article reviewing the research from various pilot programs published by Rudolph Masciantonio (13), the author cites data gleaned from these programs showing that performance of Latin pupils was one full year higher than the performance of match control pupils in word knowledge and reading. In another study the data showed substantial gain from Latin students over the control group in verbal concepts as well as in math computations, math concepts, and problem-solving. Current efforts in Brooklyn and in Queens are substantiating the validity of the benefits of studying Latin (2).

RECOMMENDATION NO. 6:

The Committee recommends the creation of new courses within the foreign language curriculum for non-traditional language students and the development of a plan for linking foreign languages and employment opportunities.

RATIONALE:

Most students presently in second language classes are planning to go to college and the curriculum is directed to them. However, as more non-traditional students enter the foreign language program, new courses should be designed for them. Conversational classes which emphasize speaking and listening skills should be created. Moreover, courses which are centered around specialized vocabulary for specific vocations should be introduced in the secondary schools to train students not bound for college for language-related positions, i.e. bilingual secretaries, technicians, salesmen, etc.

Moreover, the linkage between foreign languages and employment opportunities should be explored for all students. There is an increasing demand for foreign language as a skill required in the job market. Throughout the country programs are emerging which involve foreign languages and careers. High schools students in Maryland created courses in career education requiring use of foreign language expressions and terminology related to various areas of study, providing a chance to learn a language in "specific technical areas (29)". In Fayette County, Kentucky, foreign language career education is a composite of "career awareness in elementary school, career exploration in junior high school, and preparation in the senior high school (29)". However, North Carolina has not had an organized program for linking foreign languages and the vocations. The Committee therefore suggests that a state plan be developed for linking foreign

languages and employment opportunities. Student recognition of the relationship between foreign languages and careers should be a motivating factor for greater interest in foreign language study.

RECOMMENDATION NO. 7:

The Committee recommends strict interpretation of the Quality Assurance Program regarding certification and endorsement of foreign language teachers.

RATIONALE:

The Committee found in its analysis of SDPI data that 97 of the 941 foreign language teachers in grades 9-12 (10.3) were not certified in the foreign language which they were teaching. While it should be recognized that instruction will suffer in any subject area when a teacher lacks the proper preparation in either subject matter or professional competencies, the problem becomes particularly acute when the unique nature of second language instruction is considered. First, second language instruction makes extensive use of the communication skills of speaking and listening. In order to provide quality instruction in these two communication skills, the foreign language teacher must be proficient in the target language and must work continually to maintain that linguistic proficiency throughout his/her teaching career. Second, the foreign language teacher must be cognizant of the variety of professional competencies which are appropriate to each level of second language instruction (early childhood, elementary, middle grades, secondary), and of how to employ them effectively. Thus, because of the unique nature of foreign language instruction and the complexity and variety of professional competencies which must be used at each instructional level, it becomes imperative that all teachers who provide foreign language instruction possess certification or endorsement appropriate to the level they teach.

RECOMMENDATION NO. 8:

The Committee recommends that methods be developed to increase the efficiency of foreign language teachers in the teaching of communication skills, i.e. listening and speaking skills, and the maintenance of teachers' proficiency in the target language.

RATIONALE:

Based on the data which the Committee compiled from surveys of foreign language teachers in North Carolina and survey information compiled by SDPI Foreign Language Consultants, speaking and listening are the two communication skills which foreign language teachers handle least effectively in the classroom. Because these skills are the cornerstone of quality instruction in a foreign language program, it is of the utmost importance that foreign language teachers be made aware of the latest methods by which they may most effectively develop the speaking and listening skills of students.

Further, monies should be appropriated to support opportunities for increased professional growth and maintenance of foreign language teachers' target language skills, i.e. in-service training, weekend retreats, summer immersion programs, seminars, regional conferences, and travel abroad.

Moreover, the Committee feels that at least 50% of the recertification credit granted for staff development ought to be in activities specifically designed to enhance and maintain the teachers' proficiency in the target language. No other aspect of foreign language teaching is as critical as that of linguistic proficiency. Yet, that linguistic skill is the one which is so often ignored in staff development activities. While the Committee feels that recertification activities which focus on other aspects of foreign language teaching can be valuable, proficiency in the target language remains the single most important need in staff development activities.

RECOMMENDATION NO. 9:

The Committee recommends the development of a program to train teachers in the testing of oral proficiency.

RATIONALE:

Speaking proficiency is a skill which is unique to second language learning. Teachers must evaluate it individually for each student within the allotted class time. Such evaluation is time-consuming and too frequently subjective. Teachers need training in making oral testing more efficient and objective.

RECOMMENDATION NO. 10:

The Committee recommends that maximum size for foreign langauge classes be limited to 20 students in grades 7-12. In the elementary schools, foreign language teachers should not work with more than 10-15 students at one time.

RATIONALE:

Large class size is a vital concern to foreign language teachers throughout North Carolina. The interaction of teacher to student, as well as student to student, is essential to effective foreign language study. To develop speaking techniques, students must speak. The teacher must listen to all students, not just a few. If the class is too large, each student will not have the opportunity to participate orally for several reasons: 1) there will not be enough time, 2) students may feel intimidated speaking in front of a large group, 3) more out-spoken students may tend to monopolize the teacher's and the class's time, and 4) students may become restless with the recitation of less proficient students. Many students feel more relaxed and less inhibited in a class with a relatively small number of students.

RECOMMENDATION NO. 11:

The Committee recommends that the school organization include the foreign language department as a separate and distinct entity.

RATIONALE:

The needs of foreign language teachers are complex and varied, and must be addressed by persons who are knowledgeable and competent in the field. The teachers require assistance in the teaching of the communication skills and culture, as well as in the selection of supplies and supplementary texts, appropriate readers, workbooks, and audiovisual equipment and materials. Frequently, especially in schools where the relative number of staff personnel in foreign languages is small, these teachers are included in another department such as language arts. However, because of their specialized concerns, foreign language teachers should constitute a separate, distinct department.

RECOMMENDATION NO. 12:

The Committee recommends that all foreign language teachers have a daily planning period which is free of any responsibilities for supervising students.

RATIONALE:

In a summary report of North Carolina School Visitations (see Appendix F), one of the needs for improvement cited was that of a planning period. Teaching a foreign language requires the four facets of language learning: (1) listening, (2) speaking, (3) reading, and (4) writing. A foreign language teacher must be particularly adept in balancing these skills to teach competency in all areas, yet avoid boredom in the classroom. The teacher must provide a wide variety of activities and a skillful bridge from one activity to another. In order to do this, it is essential that the teacher have adequate planning time.

RECOMMENDATION NO. 13:

The Committee recommends that textbook funds be increased to $25.00 per capita to ensure that each student has a foreign language text appropriate to his level from the most recent state-adopted list.

RATIONALE:

The current allocation is not sufficient to purchase the needed textbooks for those local school units which try to keep abreast of changing curricular needs. Currently, too many textbooks are too infrequently replaced, due to spiraling costs.

RECOMMENDATION NO. 14:

The Committee recommends that additional categorical monies be appropriated based on enrollment in foreign language classes to purchase audiovisual equipment and supporting materials specifically for use in the foreign language classroom and that provision be made for assisting teachers in implementing new technology in the foreign language classroom.

RATIONALE:

In order to increase the student's awareness of the realities of another culture within the confines of the classroom, it is essential that appropriate audiovisual materials (films, filmstrips, tapes of native speakers, etc.) be made readily available for use. These materials should be current, up-to-date, and appropriate to the age level of the student. Most foreign language textbooks are accompanied by complete packages of tapes and tape-manuals, supplementary workbooks, and filmstrips, posters and other types of visual materials. However, only the textbook is covered in the present system of allocation.

Audiovisual equipment also must be accessible to the foreign language teacher, on a daily basis if necessary. Movies and filmstrip projectors, tape recorders, and video cassette players and monitors should be modern

and in good working order with adequate sound projection. Equipment which garbles the sound track is frustrating to the students and teachers.

The use of modern technology in the foreign language classroom should not be underestimated. Computer software is now available for many languages. Sims and Hammond in Award-Winning Foreign Language Programs (29) noted that the German teacher of the Washington Township School District in Indianapolis, Indiana has for several years used computer programs for reviewing grammar and syntax. German IV students write programs for Levels I and II classes to introduce new vocaublary. The articles "Computer-Assisted Instruction in Latin" (27) and "Elementary French Computer-Assisted Instruction" (7) show how computer language programs have been used to supplement classroom work and individualize instruction. The lessons provide drill and practice and also diagnostic information on current progress. The benefits of these programs are that they (1) free the instructor, (2) provide additional class time to be devoted to other activities, and (3) maintain complete records of individual and group performance that are easily accessible.

The advantages of videotaping are becoming more apparent. The students in a French class in Indianapolis, Indiana (29) which had just finished videotaping a restaurant skit were enthusiastic at how much their pronunciation had improved as a result of seeing and hearing themselves on tape. The article "Using Videotape to Teach Foreign Languages" (4) cites an advanced conversation class in which German students wrote and performed mini-plays around themes of survival in real life situations. They found the video cassette recorder to be an invaluable tool which enabled them to replay and reevaluate their performance in such areas as the correction of mistakes, enunciation, pronunciation, intonation, audibility,

and gesture. In addition, inter-active video technology is now available for the home market on a limited basis to allow a student to interact in a target language through simulated experiences of the culture with actual target language images.

Satellite communication and radio are further areas that offer advantages for foreign language learning. In correspondence sent to the State Superintendent of Public Instruction (2), the National Committee for Internationalizing Education through Satellites cited ways in which satellites and other telecommunications media could be used effectively in improving foreign language, history and cultural learning. It stated that "given that the most effective way to learn a language is in the culture in which it is spoken, the closest approximation of that learning experience is live satellite broadcasting." The article "German Via the Airwaves, Phase Two" (26) discussed the effort of a German class to utilize two-way radio contacts as a mean of generating conversational skills in the foreign language classroom. The article "Commercial French Radio in the Classroom" (14) explored the use of commercial French radio in such daily topics as news, weather, sports broadscasts, and popular music.

Given the reduction of available finances, full utilization of all the mediums in technology must be explored. Existing educational television, cablesystems and public radio will allow immediate access to training teachers and instructing students and adults both at home and in school. The electronic chalkboard allows one teacher in a live setting through closed circuit television to teach students in a number of different classrooms at the same time. Teleconferencing would be useful for staff development, seminars, and meetings involving both teachers and students conversing with one another in the target language.

RECOMMENDATION NO. 15:

The Committee recommends that as monies become available for construction and renovation of public school buildings, appropriate facilities for foreign language instruction be provided.

RATIONALE:

In order to teach foreign language successfully, location is important. Teachers and students need a classroom conducive to language learning. In a summary report of visitations to five urban and seven rural school systems across North Carolina from 1979 through 1981 (see Appendix F), the visiting committees found a "need for facilities appropriate to language learning (not a gym, not a cafeteria, not a language laboratory, not a bandroom)." In the development of educational specifications for new construction and/or renovations of existing classrooms the foreign language faculty should be consulted regarding such specifications as: 1) acoustics, 2) electrical wiring, 3) light control, and 4) provision for visual displays.

RECOMMENDATION NO. 16:

The Committee recommends that monies be made available to local school units and at the state level for the development of innovative activities which stimulate interest and participation in second language study.

RATIONALE:

According to Sims and Hammond (29), extensive extra-curricular activities and special motivational techniques to promote foreign language usage are elements of successful programs. Language fairs, field trips, international dinners, week-end immersion experiences and foreign language week celebrations furnish incentives for continued language study. These activities provide the opportunity for students to explore their skills in foreign language study and to extend their cultural experiences beyond the classroom setting.

Foreign language teachers should also be afforded the opportunity to extend their skills and cultural experiences, possible through exchange programs and intensive summer institutes. Foreign language study ought not to be confined to the classroom but made real, active, practical and contextual.

At the state level,consideration should be given to a center for excellence in international studies/foreign languages. Following the model of the Governor's Schools, selected students from throughout the state would attend an intensive summer program of language instruction and cultural awareness to increase their second-language proficiency and enhance their knowledge of other cultures. The Committee believes that this experience would be an excellent addition to classroom instruction but should not take precedence over an improved foreign language program for all students during the school year.

RECOMMENDATION NO. 17:

The Committee recommends that the State Department of Public Instruction establish an advisory council composed of representatives from the legislature, business, education, the media, government, law enforcement, PTA, and other areas to recommend ways to promote foreign language throughout the state. The Committee further recommends that the Division of Communication Skills, the Division of Community Schools and the Regional Centers organize eight regional councils which would identify community resources and foreign language-related activities within their regions, suggest means for supporting foreign language study, and strengthen ties with the business community.

RATIONALE:

Promoting and improving the public image of foreign languages in all areas outside the profession and informing the community about foreign language educational goals is a pressing need. Paul Simon (28), member of the House of Representatives from the 24th District of Illinois, stated that what motivated a student to take a foreign language two decades ago differs from what motivates a student today. In Simon's prepared speech, he noted that the wishes of parents do not dominate the decisions of their

children as they once did. However, in the questionnaire distributed by the Committee to a select group of foreign language students in North Carolina (see Appendix G), it was noted that the two major reasons why students studied a foreign langauge were: (1) to fulfill a college requirement; (2) to become better acquainted with other languages and cultures. According to Dr. Doreen Saxe, French Professor at Saint Mary's College and member of the university visiting team that appeared before the Committee, "To improve foreign language teaching in North Carolina is to increase the climate of understanding what foreign language is and does. There is a lack of understanding among teachers, principals, and boards of education. There seems to be even some kind of fear of foreign language." Realizing that other factors besides the aforementioned fail to increase or encourage the student or community to promote a foreign language program, the Committee feels that a state advisory council made up of different segments of the community should be established to explore, promote, and enhance the relationship of foreign languages to the community.

According to the President's Commission on Foreign Language and International Studies (23), every state should establish an advisory council on Foreign Language and International Studies to advise and recommend ways to strengthen these fields in their education system. The Committee feels that the establishment of this council in North Carolina will keep the state in the forefront of the changing needs for foreign language as they relate to various areas of the total community.

In addition, the President's Commission on Foreign Languages and International Studies (23) underscored local community involvement as an asset of the foreign language program which is often overlooked. The American Council on the Teaching of Foreign Languages and National Council for the Social Studies in joint recommendations to the President's

Commission (25), also encouraged the use of resources within the community to enrich global and foreign language education: ethnic groups, multinational companies, former Fullbright Scholars, and Peace Corps returnees. Particularly in times when school budgets are limited and other government funding is scarce, the resources of the community must be utilized to their fullest extent.

In North Carolina, foreign language programs have only sporadically used the resources available in the community. The problem of underutilization seems to result from the difficulties in identifying people, activities,organizations, and businesses within a given local area which would lend support to the foreign language curriculum. Moreover, when these resources have been identified, they have not been communicated to the foreign language teachers. The Committee believes that the establishment of the regional council would be the most effective means for gathering information from local communities which would be of benefit to the foreign language program in the schools.

Private financial resources also need to be explored since traditional methods of funding from government and foundations are continuing to decline. For foreign languages in North Carolina, aid may be available from the many multinational corporations and foreign subsidiaries located within the state. However, an outreach program needs to be developed by each region to initiate contacts with these businesses. Attention should be given to three specific areas.

1. International exchange programs-- Large numbers of study-abroad options exist for both teachers and students but the cost of study and travel is prohibitive to many. Businesses might be able to aid in cooperative exchange programs through personal contacts in foreign countries and thereby reduce the cost. In addition, they might be willing to fund grants programs to support foreign study experiences for students and teachers.

2. Meetings and workshops-- Many businesses recognize the importance of foreign language proficiency and, if contacted, might be willing to sponsor meetings and workshops on foreign languages and careers or related areas.

3. Internships-- One of the recommendations from the President's Commission states that "American corporations and labor unions involved internationally should establish internships for students in the business and labor field (23)." Colleges and universities are actively engaged in providing work experiences for college students as part of their career preparation. In the field of international business, many have the opportunity to work in multinational corporations in this country or in companies in foreign countries. Similar internship opportunities for secondary school students need to be explored so that they would be introduced earlier to the practical application of foreign language skills in the business world.

RECOMMENDATION NO. 18:

The Committee recommends that ways be found to improve communication among foreign language teachers around the state and to identify and disseminate information about foreign language activities and resources.

RATIONALE:

Foreign language teachers around the state have often voiced the concern that they feel isolated and cut off from their colleagues. This is especially true in remote and rural areas. Yet frequently there are many activities in other more populated areas of the state; these activities include workshops for teachers, foreign language camps and weekends, festivals, and cultural activities in the community and at universities. Such events need to be brought to the attention of all foreign language teachers throughout the state. Foreign language teachers need to have contact with other foreign language teachers to share ideas, air complaints, and learn new techniques.

Also, administrators, counselors and other school personnel need to be made aware of what is happening in foreign languages around the state. In order to disseminate such information the Committee suggests the following strategies:

1) a periodic newsletter

2) the strengthening of the working relationshop between regional centers and local schools

3) a public relations resource handbook for foreign language teachers

RECOMMENDATION NO. 19:

The Committee recommends the preparation of public service announcements for local media and the promotion of a "Year of Foreign Languages" in order to increase public awareness of the importance of second language study.

RATIONALE:

Concerted efforts must be made to increase the visiblity of foreign languages in the local and statewide communities. According to recommendations of the President's Commission on Foreign Languages and International Studies (23), in order for a foreign langauge program to be successful, it must obtain the support of a large cadre of professional educators and American citizens. It should make use of outside resources such as state departments of education, colleges and universities and professional organizations to enrich global and foreign language education. The Oklahoma Task Force on Foreign Language Education (1) recommended that the State Board of Education advertise the benefits of foreign language study and perhaps launch a public awareness campaign. The use of local media to enhance and inform the community is a valuable asset. Since the State Department of Public

Instruction already has the means to prepare public service announcements the use of this service would reach many people in the community and promote foreign language across the state.

Moreover, the Committee believes that one of the most effective means of promoting foreign languages would be the inauguration of a "Year of Foreign Languages" in North Carolina. Under the leadership of the State Board of Education foreign languages would be made highly visible. Public awareness of foreign languages as a basic and relevant part of education would be fostered and the relationship of foreign languages to the economic future of the state would be underscored.

APPENDIX A

MEMBERSHIP OF FOREIGN LANGUAGE CURRICULUM
STUDY COMMITTEE

Chairperson

George T. Whitlach
Latin Teacher
Carver High School
Carver Road
Winston-Salem, NC 27105
(919) 727-2987

NOW

Assistant Principal
Jefferson Junior High School
Sally Kirk Road
Winston-Salem, NC 27106
(919) 765-6945

Curriculum Subcommittee

Subcommittee Chairperson
Mary LeMay
French Teacher
C.E. Jordan High School
6806 Garrett Road
Durham, NC 27704
(919) 489-7421

Betty Beacham
Spanish Teacher
J.H. Rose High School
Elm Street
Greenville, NC 27834
(919) 752-3169

Doris MacNeill
Language Supervisor
Fayetteville City Schools
P.O. Box 35326
Fayetteville, NC 28303

NOW

Director of Staff Development
Fayetteville City Schools
P.O. Box 35326
Fayetteville, NC 28303
(919) 484-7111

School Subcommittee

Subcommittee Chairperson
Marta Elena Johnson
Spanish Teacher
Statesville Sr. High School
474 North Center Street
Statesville, NC 28677
(704) 873-3491

NOW

Spanish Teacher
Northeast Sr. High School
Route 1, Box 85-0
McLeansville, NC 27301

Subcommittee Chairperson
Joyce Lewis
Spanish Teacher
Gillespie Jr. High School
1900 Asheboro Street
Greensboro, NC 27406
(919) 272-5689

Eunice Boykin
Spanish Teacher
John T. Hoggard High School
4305 Shipyard Boulevard
Wilmington, NC 28403
(919) 791-0230

Lillian Maxwell
German and Latin Teacher
Ligon Middle School
706 East Lenoir Street
Raleigh, NC 27601
(919) 755-6990

Staff Subcommittee

George T. Whitlach

Community Subcommittee

Subcommittee Chairperson
Robert L. Miller
French Teacher
Burns Sr. High School
Route 2
Lawndale, NC 28090
(704) 538-7403

Gwen Barham
Spanish Teacher
Hillcrest Jr. High School
595 Executive Place
Fayetteville, NC 28305
(919) 323-2201

NOW

French Teacher
Warren County High School
Warrenton, NC 27589

Eunice Evans
French Teacher
John Graham Elementary School
Warrenton, NC 27589
(919) 257-3751

Frances S. Hoch
Chairperson
Department of Modern
Foreign Languages
High Point College
High Point, NC 27262
(919) 885-5101

Betty Martin
French Teacher
Graham Elementary School
1100 Blanton Street
Shelby, NC 28150
(704) 487-6161

NOW

Foreign Language Consultant
Division of Communication Skills
State Department of Public
Instruction
Raleigh, NC 27611
(919) 733-3703

APPENDIX B

CONSULTANTS FOR FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE

Consultants who made presentations at one or more meetings of the Foreign Language Curriculum Study Committee:

Dr. Frank Dominquez
Department of Romance Languages
University of North Carolina
Chapel Hill, NC 27514

Dr. William Graves
Associate Dean of General Education
University of North Carolina
Chapel Hill, NC 27514

Dr. George Houston
Department of Classics
University of North Carolina
Chapel Hill, NC 27514

Mrs. Jean Levi
PTA Representative
Chapel Hill, NC 27514

Dr. Arlene Malinowski
Department of Foreign Languages
North Carolina State University
Raleigh, NC 27606
Representative from AATSP

Toni Patterson
Special Assistant
QAP and Program Approval
Division of Program Approval and Accreditation
Department of Public Instruction
Department of Education
Raleigh, NC 27611

Ione Perry
Consultant, Program Approval and Accreditation
Department of Public Instruction
Department of Public Education
Raleigh, NC 27611

Dr. Doreen Saxe
Department of Foreign Languages
St. Mary's College
Raleigh, NC 27611
Representative from AATF

Dr. Carol Sherman
Department of Romance Languages
University of North Carolina
Chapel Hill, NC 27514

Dr. Sofus Simonsen
Department of German
North Carolina State University
Raleigh, NC 27611

Dr. Sydney Smith
Department of German
University of North Carolina
Chapel Hill, NC 27514

J. Arthur Taylor
Director
Division of Teacher Education
Standards and Certification
Department of Public Instruction
Department of Education
Raleigh, NC 27611

Claude Warren
Director
Division of Textbooks
Controller's Office
Department of Public Education
Raleigh, NC 27611

APPENDIX C

SDPI STAFF FOR FOREIGN LANGUAGE CURRICULUM STUDY COMMITTEE

Many members of the State Education Agency assisted the Foreign Language Curriculum Study Committee with its work. The Following, however, met regularly with, and served as advisors and/or staff to the committee.

Instructional Services Area

Jerry Beaver, Deputy Asst. Superintendent

Wayne Dillon, Special Assistant
Middle Grades Education

William McMillan, Special Assistant
Secondary Education

Betty Moore, Special Assistant
Curriculum and Administration

Mary Purnell, Special Assistant
Elementary Education

Division of Communication Skills

Charles H. Rivers, Director

Margaret Gayle, Assistant Director

Jose Infante, Consultant
Foreign Languages

L. Gerard Toussaint, Consultant
Foreign Languages

Frances S. Hoch, Consultant
Foreign Languages

Barbara Broughton
Secretary for Committee

Janet Mangum
Secretary for Committee

Debbie Mann
Secretary for Committee

Carolyn Matthews
Secretary for Committee

Doretha Strickland
Secretary for Committee

APPENDIX D

LOG OF FOREIGN LANGUAGE STUDY COMMITTEE MEETINGS

June 16, 1981

- Remarks from Deputy State Superintendent, Asst. State Superintendent for Instructional Services, Deputy Asst. State Superintendent for Instructional Services, Director of Communication Skills
- State of foreign languages in North Carolina and the nation
- Issues pertinent to foreign languages
- Appointment of a Committee Chairperson
- Organization of three subcommittees

December 11, 1981

- Results of surveys of businesses and of universities
- Presentations by representatives of universities and foreign language organizations
- Subcommittee meetings

January 30, 1982

- Curriculum subcommittee meeting

May 13-14, 1982

- Development of criteria for the selection of foreign language textbooks
- Review of issues, materials, data and needs
- Development of initial recommendations
- Subcommittee meetings

October 14-16, 1982

- Development of Final Report Format
- Review of issues and recommendations from May meeting
- Subcommittee meetings

November 19-20, 1982

- Review of research and recommendations of the subcommittees
- Subcommittee meetings to write rationales

January 28-29, 1983

- Review of recommendations and rationales from the subcommittees
- Subcommittee meetings to finish writing rationales

February 21, 1983

- Revision and approval of recommendations and rationales
- Completion of bibliography
- Writing of expected outcomes

May 27, 1983

-Discussion and revision of final report

APPENDIX E

Foreign Language Enrollments in North Carolina Public Schools

The data which appear in the tables below were obtained from the Statistical Profile for the years 1976-77 to 1981-82.

Table I

You will notice that each square in this table contains two numbers. The large number represents the number of students enrolled in a particular language; the smaller number, in parentheses, represents the number of teachers.

FOREIGN LANGUAGE ENROLLMENTS
Grades 7-12

TABLE I

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
FRENCH	33,408 (369)	33,168 (449)	32,595 (460)	33,033 (570)	31,778 (542)	31,441 (554)
SPANISH	41,986 (368)	41,582 (421)	40,639 (466)	41,032 (579)	38,709 (559)	38,128 (566)
GERMAN	2,452 (27)	2,285 (39)	2,708 (46)	2,179 (46)	2,234 (47)	2,358 (48)
LATIN	4,156 (40)	3,326 (74)	4,724 (81)	4,955 (84)	5,145 (86)	5,219 (86)
OTHER	323 (3)	498 (9)	611 (15)	316 (11)	439 (13)	132 (7)
HIGH SCHOOL TOTALS (-12)	82,325	80,859	81,277	80,515	78,305	77,278
JUNIOR HIGH ENROLLMENTS	9,693	8,081	8,932	7,974	8,659	8,812
TOTALS (7-12)	92,018 (807)	88,940 (992)	90,209 (1,068)	88,489 (1,290)	86,964 (1,247)	86,090 (1,261)

The rate of decline in enrollments is not really a negative, if the information in the next table is considered (see Table II).

Table II

This table contains information which provides a basis for comparing the decline rates between total student enrollments and total foreign language enrollments at grades 9-12 from 1977-78 to 1981-82.

TABLE II

ENROLLMENTS

GRADES 9-12
1977-78 to 1981-82

YEAR	TOTAL STUDENT MEMBERSHIP GRADES 9-12	TOTAL MEMBERSHIP IN FOREIGN LANGUAGES	PERCENTAGE %
1977-78	364,246	80,859	22.2%
1978-79	363,116	81,277	22.4%
1979-80	352,866	80,515	23.0%
1980-81	348,019	78,305	23.0%
1981-82	340,065	77,278	23.0%

From 1977-78 to 1981-82, total student enrollment in grades 9-12 decreased steadily.

From 1977-78 to 1981-82, total Foreign Language enrollments in grades 9-12 decreased at a slower rate than did the total student population decline rate for 9-12.

From 1977-78, the percentage of Foreign Language enrollments for grades 9-12 increased steadily from 22.2% to 23.0%.

While the percentage of students enrolled in foreign languages has increased and maintained over the past five years, the attrition rate from level to level has continued to be high (see Table III).

Table III

The level-to-level attrition rate over the three years addressed in this table is broken down as follows:

Levels	Attrition Rate
I-II	35% - 50%
II-III	65% - 80%
III-IV	65% - 90%

TABLE III

ENROLLMENTS IN NORTH CAROLINA
BY LANGUAGE AND BY LEVEL

1979-80 TO 1981-82

GRADES 9-12	1979-80	1980-81	1981-82
FRENCH I	17,693	17,577	16,608
II	12,001	11,338	11,655
III	2,644	2,333	2,567
IV	590	471	577
V	105	59	34
Totals	33,033	31,778	31,441
GERMAN I	1,184	1,400	1,279
II	753	658	880
III	171	157	189
IV	71	19	10
Totals	2,179	2,234	2,358
Latin I	2,975	3,214	3,202
II	1,679	1,618	1,647
III	205	254	271
IV	96	59	99
Totals	4,955	5,145	5,219
SPANISH I	23,496	22,458	22,135
II	13,329	12,882	13,144
III	2,591	2,550	2,237
IV	473	459	561
V	143	360	51
Totals	40,032	38,709	38,128
OTHER	316	439	132
GRAND TOTALS PER YEAR	80,515	78,305	77,278

Table IV

Information about enrollments at grades 7-12 has been provided in Tables I-III. Table IV below contains information about enrollments at the elementary level, K-6.

1981-82*

TABLE IV

FOREIGN LANGUAGE ENROLLMENTS

K-6

SCHOOL UNIT	NUMBER OF TEACHERS	LANGUAGE	GRADE LEVEL	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
Shelby City	1	French	6	1	135
Durham County	1	French	2	1	7
Forsyth County	4	French Spanish	3	9	FR-361 SP-736 = 1,097
Greensboro	3	French Spanish	3/ 6	3	FR-85 SP-44 = 129
Pitt County	1	French	6	1	28
Mecklenburg County	2	Spanish	3	2	59
Nash County	1	French	3	1	7
Wake County	4	French Spanish	6	4	FR-41 SP-48 = 89

	Units	Teachers	Languages		Schools	Students
TOTALS	8	17	Spanish/French		22	1,552

No. of Students in Spanish	888
No. of Students in French	664
Total No. of Students in Spanish/ French	1,552

*There are 15 additional foreign language programs in 15 elementary schools in Wake County, 1982-83.

APPENDIX F

SCHOOL VISITATION REPORTS: A REVIEW

Review of twelve school visitation reports has been made by the State Communication Skills staff. These reports were prepared following visitations conducted over the past two years (79-80, 80-81) in five urban and seven rural school systems across North Carolina. Study of these reports revealed areas of need for improvement, which appeared in more than half of the reports. These areas of need for improvement follow:

1. Need for developing system-wide curriculum guides for articulation from level to level of language learning (i. e., need concensus on what and how much can be taught realistically, by language and by level).

2. Need for administrative/budgetary support for :
   (a) staff development/professional growth
   (b) materials, equipment, facilities

3. Need for coordination of foreign languages at the district level.

4. Need for more emphasis on correlating grammar and communication.

5. Need for selective, discretionary use of the textbook:
   (a) the textbook is used too often as a curriculum guide
   (b) there is too much to cover in the textbook

6. Need for greater linguistic/pedagogical competence among teachers.

7. Need for community support and involvement in the foreign language program; i. e., need for sound public relations activities.

8. Need for planning period.

9. Need for facilities appropriate to language learning (not a gym, not a cafeteria, not a language laboratory, not a band room).

10. Need for checking level-to-level attrition rate.

11. Need for variety of courses to meet student needs, interests, and abilities.

12. Need for staff development, especially in :
   (a) assessment of pupil progress (testing), and in
   (b) techniques and strategies for developing communicative competency in students

13. Need for more consistency between statements of philosophies and goals in local curriculum guides and actual implementation. Example:

   Goal: "The student will develop communicative skills."

APPENDIX G

A REPORT OF STUDENT QUESTIONNAIRES SENT TO THE FOREIGN LANGUAGE CURRICULUM COMMITTEE MEMBERS

Introduction

Although a questionnaire for foreign language teachers and supervisors was sent to each local school unit, the School Subcommittee requested that two student questionnaires be developed: one to be administered to students enrolled in foreign language classes; the other to be administered to students not studying a foreign language. It was the opinion of this subcommittee that additional information, collected from these two student groups, could be helpful to the entire committee in its review and analysis of the North Carolina foreign language program.

Purpose

The purpose for the survey of students was to assess the major reasons for which some North Carolina students choose to study foreign languages; why these same students discontinue studying them; and why others never enroll in foreign language classes. A questionnaire was distributed to each of these student groups.

Procedures

The questionnaires were sent to each member of the Foreign Language Study Committee who in turn administered them to their students. Both surveys reflect group responses rather than individual student responses.

Results

The combined return rate for both surveys was 66.6% which points out the limited applicability of the results of both questionnaires. Five hundred and fourteen students taking foreign languages responded to the survey, and 139 students not taking any languages at that time voiced their concerns about studying a foreign language.

Responses listed for each question will be those which were most frequently given by groups of students interviewed.

1. What is the major reason that you decided to study a foreign language?

   The following answers were most frequently voiced by students, and they revealed that students decided to study a foreign language because...

   - it was a college requirement.
   - they had received encouragement from family and friends
   - they wanted to become acquainted with other cultures.
   - they thought that taking a foreign language would be fun.
   - they were interested in foreign languages.
   - they had been previously exposed to a foreign language and wanted to study more about it.
   - they had lived abroad and wanted to study that foreign language.

2. What is the main reason that you decided to study _____ (French, Spanish, German, etc.) as opposed to the other languages which you could have studied?

   The following responses were most often given by students interviewed. They indicated that they had decided to study the language they were learning because...

   - Spanish was easier than French.
   - they had received encouragement from family and friends.
   - it would be most likely that they would meet Spanish speaking people in North Carolina.
   - they needed it for traveling abroad.
   - they had been exposed to the language at an early age.
   - more people in the USA speak Spanish than any other foreign language.
   - they decided to take a language different from the one studied by their parents.

3. Do you plan to continue your studies of this foreign language in _____ (high school, if the students are junior high students or college, if the students are in high school)? Please state your reasons for your answer.

   The majority of students planned to continue studying the same foreign language in high school or in college because...

   - it would help them in a career.
   - it would expand their knowledge.
   - it would contribute to their travel experience and enjoyment.

4. Do you plan to start another foreign language in _____ (high school; college) instead of _____ the one you are taking now? Please state your reasons.

   The overwhelming majority of the students did not plan to start another language, but rather to continue with the one they were taking in school, and perhaps adding another language in the future.

5. Do you think that studying a foreign language will help you later on in life? Please state your reasons.

The vast majority of students responded that a foreign language would help them later on in life because...

- it would help them communicate with other people.
- it would serve them for traveling and studying abroad.
- it would open job opportunities.
- it is a college entrance requirement.

Summary

The survey indicated that the two major reasons for which students studied a foreign language were...

- to fulfill a college requirement.
- to become better acquainted with other languages and cultures.

The analysis also revealed that students were determined to continue studying the same foreign language either in high school or in college, and that studying a foreign language would help them later on in life...

- to communicate with foreign people.
- to obtain jobs.

APPENDIX H

INTRODUCTION AND BACKGROUND OF THE QUESTIONNAIRE SENT TO BUSINESS PEOPLE IN NORTH CAROLINA

The North Carolina Department of Public Instruction is committed to a revision of its curricula for all the public schools in all areas and subject matters.

The State Superintendent of Schools, Dr. Craig Phillips, decided to appoint a Foreign Language Curriculum Study Committee in April, 1981, to aid the agency in reviewing and studying the foreign language program in North Carolina.

The Instructional Division of the North Carolina Department of Commerce provided us with names and addresses of foreign-owned firms operating in North Carolina and of U. S. firms engaged in import and export trade.

A method was devised by the Division of Statistics of the Department of Public Instruction to select randomly a sample of firms. We sent 379 questionnaires, with a letter to the president or manager, but 10 of the questionnaires were returned to us by the Postal Service for unknown addresses. This left 369 questionnaires which we presume were delivered and received by the respective firms. Two firms returned blank questionnaires; one was "no longer in operation" and the other said the survey was "not applicable to their operations."

The number of questionnaires returned to us by the business people was 162 which gives us a return rate of 44%. This is an acceptable response if we take into consideration the fact that business people are usually very busy and this was an unsolicited survey. Due to limited time, we set a date-line for questionnaires to be returned.

Here is an outline of the responses to the questions asked. Percentage shown represents total number of responses per question.

1. Are there some areas of the world where your company feels that proficiency in the language for its U. S. national employees is most important?

   68% - Yes 32% - No

   These firms deal in international trade and feel the need to have personnel with language skills. They feel that having a particular language skill would help in their business dealings, as indicated in the following responses.

2. Which ones of the following skills would be most desirable for an employee of your firm?

   (1) Conversation (Ability to speak with people of another language.):

   79% - Yes 22% - No

   (2) Translation (Ability to translate oral and written technical foreign language.):

   75% - Yes 25% - No

   (3) Composition (Ability to write letters, manuals, instructions in the foreign language.):

   72% - Yes 28% - No

   (4) Technical (Ability to understand and convey orally or in writing technical knowledge.):

   83% - Yes 17% - No

   High percentages shown relate to understanding and conveying technical knowledge, the ability to speak with people of another language and the ability to write the language. These are clear indications of the importance of these skills among employees working with those companies. An official of an exporting firm wrote:

   > "Foreign languages should be taught from early grades through high school as they are in Europe."

3. Does your firm currently use or seek employees who have some proficiency in a foreign language?

   45% - Yes 55% - No

   We may ask why the respondents did not answer more positively to this question since these firms deal with international trade. Subsequent items on the questionnaire help clarify this apparent contradiction.

4. Would your firm use such employees if they were available?

   From the survey there are indications that the majority of firms operating in North Carolina see the need for more personnel in their companies who have language skills, but realize that employees with these skills are not available in this area.

5. What are the technical or professional career areas where your firm would like to have employees with foreign language skills?

	Yes	No
Clerical	71%	29%
Engineering	82%	18%
Law	8%	91%
Management	85%	15%
Production	56%	44%
Sales	92%	8%

Scientific, knitting technology, purchasing, marketing, chemistry, R & D, technical science, especially chemistry and services were additional areas, although mentioned by very few companies.

This question was included to demonstrate the broad spectrum of careers which lend themselves to a need for skills in foreign languages. The question was included for students who like foreign languages, but ask "What can I do with a foreign language?" Of all responses received for this question, the higher percentages clearly indicate that the need for foreign language proficiency in business is greatest in the areas of sales, management, engineering and clerical.

6. Rank the following languages, with 1 being the most useful in your international trade and 3 the least important:

☐ Arabic	☐ Japanese
☐ Chinese	☐ Portugese
☐ French	☐ Spanish
☐ German	☐ Russian
☐ Italian	

Some respondents did not follow the instructions for this item and used a different ranking method. Therefore, with the help of the Division of Research in the State Department of Public Instruction, we applied a group ranking procedure. This provided a means by which to determine which languages are considered to be most useful to trade. These languages are listed below in order of importance:

1st Spanish	6th Arabic
2nd German	7th Portugese
3rd French	8th Chinese
4th Japanese	9th Russian
5th Italian	

Some of the companies included other languages. Swedish was considered number 1 four times and number 2 only once; Czechslovak, Danish, Hindi and Dutch were all ranked number 1 once. The wide range of languages gives us some indication of our involvement in international trade.

7. In your firm, would foreign language skills be an advantage for initial employment, salary increases or advancement opportunities?

   55% - Yes 45% - No

   One official of a company put it this way:

   "If one wants to work overseas, two or more of the languages of industrial nations are very useful."

8. If there a possibility that a business expansion or change in operation will, in the future, increase your firm's demand for employees with skills in languages other than English?

   61% - Yes 39% - No

   Clearly, the majority of respondents see future growth in their companies, and therefore, the need for employees who are able to understand and use technical expressions in a foreign language.

Summary

Generally, the results of this survey of international business in North Carolina clearly indicate that the majority of respondents recognize the need for employees who possess foreign language skills.

Specifically, high response rates reflect the need for proficiency in conversation, composition and translation, that is, the ability to convey technical knowledge orally and in writing. Furthermore, the data revealed that four languages are more important to the majority of respondents than are other languages. In order of importance they are Spanish, German, French and Japanese.

Fina.ly, the advice of one respondent is included below. It is presented without comment.

"My advice is:

1. The college student must have a desire to work outside the U.S.A.
2. Technical education is probably the area in which most positions are offered.
3. The person should work in the United States at least 5 or 10 years before attempting overseas work in order to attain expertise in U. S. technology. During this period of personal maturation and development the individual should be learning languages at evening schools."

APPENDIX I

A REPORT OF THE QUESTIONNAIRE
SENT TO SCHOOL SYSTEMS IN NORTH CAROLINA

Introduction

The North Carolina Department of Public Instruction is committed to a revision of its curricula for all the public schools in all areas and subject matters.

The State Superintendent of Schools, Dr. Craig Phillips, decided to appoint a Foreign Language Curriculum Study Committee in April, 1981, to aid the agency in reviewing and studying the foreign language program in North Carolina.

Process

Questionnaires were sent to all one-hundred and forty-three administrative units, listed in the 1981-82 North Carolina Education Directory, for the purpose of gathering and analyzing data on the overall status and impact of foreign language instruction in public schools in North Carolina. Questions were asked to elicit responses relevant to content, scope and sequence, number of foreign languages to be offered, and types of students to be reached.

Each administrative unit received several questionnaires which were distributed, filled out and returned by selected teachers and supervisors. The selection of teachers was necessary to ensure the representation of German and Latin teachers who are not as numerous as those teaching French and Spanish.

In order to ease and accelerate the distribution of the survey instruments, all superintendents received a list of foreign language teachers in their respective administrative units to whom questionnaires were to be sent. There were 576 instruments mailed together with a cover letter to each superintendent with all the necessary instructions.

Results

There were 393 questionnaires returned, accounting for a 68.2% return rate. Analysis of the responses follows.

Question I A comprehensive foreign language program for North Carolina public schools should provide instruction in:

1) Arabic; 2) Chinese; 3) French; 4) German; 5) Japanese; 6) Latin; 7) Russian; 8) Spanish; and 9) other (please specify)

_____

Comments:

Spanish ranked highest with 337 responses, then French with 326, Latin 251, Russian 116, and Japanese 64. German received 54 responses, Arabic 38, and Chinese received 21 positive responses.

Question II A comprehensive foreign language program for North Carolina public schools should provide instruction at:

junior high or middle school	- 329
senior high	- 328
elementary or intermediate	- 290
primary grade level	- 193

Comments:

Most of the responses indicated that educators in North Carolina preferred that foreign language programs start at the junior/middle school and/or senior grade level. Starting a foreign language at the elementary or intermediate grade level was next, and lastly, at the primary grade level.

Most of those who wrote comments were strongly in favor of starting study at the primary level.

Question III A comprehensive foreign language program for North Carolina public schools should focus at the secondary level upon the needs of:

college bound students	- 339
students planning further vocational education	- 165
terminal students	- 101
others	- 56

Comments:

Most of the respondents favor a foreign language program for college bound students. Three-hundred and thirty-nine teachers and 47 supervisors agreed on a program focusing upon the needs of such students. Many other teachers and 14 supervisors favored a program for students planning vocational education. Truly, both groups of students can be categorized as furthering their education beyond high school, as opposed to those terminal students mentioned in the questionnaire.

Comments made about this question focused on the need to provide foreign language courses related to professions.

Question IV A comprehensive foreign language program for North Carolina public schools requires:

a greater variety of supportive materials	- 330
further training for existing staff in conversational skills	- 216
additional teaching staff	- 215
additional or improved instructional texts	- 211
additional time in the curriculum	- 197
increased ability of teachers to address needs of different groups of students	- 192
improved teacher knowledge of how students learn foreign languages	- 185
other	-19

Comments:

Although most of the respondents thought that supportive materials were needed for an effective comprehensive foreign language program, written comments focused on training teachers and guidance counselors to better assist students with different abilities. Virtually no additional comments were made about the need for improved materials.

Question V A comprehensive foreign language program for North Carolina public schools should at the various grade levels seek to:

	Primary	Intermediate	Junior	Senior
26. make students aware of world cultures and people	268	320	322	315
27. develop conversational skills	214	302	337	315
28. develop reading and writing skills	20	144	330	341
29. enable students to analyze linguistic components	4	21	178	334
30. other (please specify)	8	12	13	16

Comments:

Most of the respondents put emphasis on developing conversational skills and making students aware of world culture, especially at the intermediate, junior, and high school levels. Reading and writing were left mainly for students in upper grade levels.

Conclusion

Analysis of the data revealed that respondents generally favored the traditionally taught languages at the junior and senior high school levels. Several responses indicated interest in providing instruction in some Asian and Middle East languages in large school districts.

Further analysis revealed the importance of stressing language for communication at all levels of foreign language study.

Some teachers commented that the questionnaire was too idealistic, giving no consideration to school budgetary matters, curriculum structure and time constraints.

APPENDIX J

SURVEY OF SELECTED COLLEGE AND UNIVERSITY PROFESSORS

Introduction

When the Foreign Language Curriculum Study Committee met on June 16, 1981, it was decided to survey colleges and universities. The members of the Committee believed it was necessary to find out what educators in higher institutions thought about the quality of public high school students entering their institutions and what their perceptions and expectations were in the way the public schools had developed the basic foreign language skills.

Process

The listing of all institutions providing education beyond high school was furnished by the Division of Information Systems of the State Department of Public Instruction.

There were 77 colleges and universities listed in the 1981-82 Education Directory of North Carolina, excluding the Technical Colleges and Institutes where foreign language programs, if offered, were very limited in scope and resources.

Questionnaires were randomly sent to 47 of the colleges and universities who reportedly had approximately 395 professors; survey instruments were sent to 231 of them. The return rate was 36.01% which could have been better had there been more time to send follow-up requests to those professors who had not returned the questionnaires.

Results

An outline of the questions asked in the survey follows with the responses received, some comments, and a conclusion.

1. Please rank according to importance the following skills that a student should have after completing the second level of foreign language (1 being highest); writing, reading, listening, and speaking.

   Forty-one point eight percent of those respondents to the question ranked the ability to speak, to use a foreign language in meaningful conversation, as the most important skill to be developed in students. Then, in this order, were ranked: "reading" - 49.9%; "listening" - 40.0%; "writing" - 8.1%.

2. List in rank order from greatest to least, three (3) major strengths most frequently found among North Carolina students after their study of foreign language in high school.

The major strength was their attitude toward foreign languages in general which was stated in such ways as "enjoying languages," "enthusiasm," "motivated," "continue the study of language in college." Ranked second was culture, followed by reading and writing, both ranking third.

3. List in rank order three (3) weaknesses.

   The result of the survey on this question indicates that the inability of students to use the target language in normal everyday conversation was the most common weakness, followed by a poor background or foundation in grammar and in listening or understanding the foreign language.

4. In your opinion, please list three public high schools in North Carolina that best prepare students in foreign languages.

   Survey results indicate that professors usually pointed out students graduating from schools in large urban areas, like Charlotte/Mecklenburg, Wake County, Fayetteville City, Forsyth and Guilford counties. There were other individual schools mentioned, mainly Chapel Hill High, Goldsboro High, J. T. Hoggard High, Shelby High, Reynolds High, Freedom High, Durham High, Thomasville High, Pisgah High, etc... Some of the schools were chosen for their program in a specific language.

5. In your opinion, which of the following languages in those schools are students best prepared for? French, German, Latin or Spanish.

   According to the responses to the survey, students were ranked like this: Spanish, French, German and Latin. One must bear in mind that there were approximately 900 teachers of Spanish and French, 44 German teachers and only 86 Latin teachers in the state as of April, 1981.

6. The study of a foreign language should start at: the elementary level, the junior high school level, the 9th and 10th grade levels, the 11th and 12th grades or others.

   Response to the questionnaire on this particular question was overwhelming in favor of introducing foreign languages at the elementary level.

7. North Carolina students compare: favorably with students from other states; less favorably with students from other states; or about the same as students from other states.

   According to the results of this statement there are indications (49.1%) that North Carolina students compare less favorably with students from other areas, although some respondents thought students compare about the same.

8. French, German, Latin and Spanish are offered in North Carolina schools; which of the following should be added to the curriculum in your opinion? Arabic, Chinese, Japanese, Italian, Russian, or other.

   The majority of the respondents (30.2%) indicated that the Russian language should be added; other languages that could be added followed in this order: Japanese (21.4%), Chinese (20.0%), Arabic (14.9%), and finally Italian (13.5%). Several chose Portuguese. However, there were responses that many professors felt additional languages should not be offered but that the existing programs should be strengthened.

9. Students should study a language beyond a two-year sequence.

   An overwhelming majority of respondents (99%) indicated that foreign language study should be lengthened beyond the usual two-year sequence.

10. Foreign language should be a requirement for a student to graduate from high school.

    Professors who answered this item answered positively (79.5%).

11. In most cases, students entering college should continue the same foreign language program rather than switch to a new language.

    Respondents to this statement (77.9%) seem to agree on having students study the same language for longer sequence.

12. Foreign language career education programs should be offered in the public schools.

    According to the responses to this statement, career education programs should be started in public schools. Eighty-three point eight percent were in favor of such programs.

13. Do university foreign language professors work with public school foreign language teachers on a regular basis to enhance articulation?

    There were strong indications (79.5%) that no articulation exists between high school and colleges and universities.

14. Is your university or college giving consideration to ways for improving training in the area of foreign language teaching?

    Because of the high percentage of positive responses to this question, indications are that colleges and universities are giving considerations to improved teacher training programs.

15. Are business majors enrolling in foreign language courses in your college/university?

    Results of this question (82.8%) indicate that business majors are enrolling in foreign language courses in the majority of institutions of higher learning.

16. Does your college or university require the study of foreign language in high school as an entrance requirement?

    It was apparent that many of the colleges and universities whose professors responded to this question did not have a foreign language entrance requirement. Sixty-one percent gave a negative answer while thirty-nine percent did require a foreign language.

17. If not, do you anticipate that it will become a requirement within the next five years?

    The responses to this question indicate that 77.1% of those institutions whose professors answered the question will not have a foreign language entrance requirement at least for the next five years.

Conclusion

From the responses, there are indications that college and university professors consider the development of the four fundamental skills as a primary task of a foreign language program and that a longer sequence in the study of a foreign language in high school is necessary if students are to achieve some degree of communicative competency.

Results of this survey seem to indicate that teachers should give priority to the development of conversational skills (speaking) in the students, while at the same time put some emphasis on developing reading skills, followed by listening/comprehension of the target language. Writing was ranked last of the skills to be developed.

The responses to some of the questions seem to point out that the greatest weakness found among North Carolina students in many colleges and universities in the state who have taken foreign languages is the lack of communication skills in the target language. Indications are that students spend too much time in cultural activities and activities which are not conducive to the development of communication skills.

Professors have generally ranked schools in large urban areas as having prepared the best students in foreign languages, although many indicated some individual schools, in rural areas or medium-size towns. Some respondents indicated that North Carolina students compare less favorably with students from other states. Looking at other questions answered by these same respondents, it is indicated that North Carolina students entering college and universities generally have poor communication skills, have developed a negative attitude toward foreign languages and still hold a provincial outlook toward the world.

Most of the results of the survey seem to indicate that professors would like to add Russian to the present offerings of foreign languages in high schools, and there are indications that the majority would like to start the study of a foreign language at the elementary level; and that students continue the study of a foreign language for longer periods of time.

APPENDIX K

A PROFILE OF THE NORTH CAROLINA FOREIGN LANGUAGE TEACHER 1981-82
(According to data compiled by
The State Department of Public Instruction)

A total of 1,261 teachers taught one or more foreign language classes in grades 3-12 during the 1982-83 school year. Of this total 82.5% were female, while 17.5% were male. Five hundred and sixty-six were Spanish teachers, 554 were French teachers, 86 were Latin teachers, 48 were German teachers, and 7 were teachers of other languages. Nine hundred and forty-one of those 1,261 foreign language teachers were in grades 9-12, 303 were in grades 7-8, and 17 in grades 3-6. Of the 941 teachers for whom statistics are available, only 383 teachers (40.3%) taught a full assignment in foreign language, while 558 foreign language teachers (59.7%) taught a partial assignment in foreign language. Eight hundred and forty-four of those 941 teachers in grades 9-12 (89.7%) were certified in the foreign language which they taught, while 97 (10.3%) taught a foreign language in which they were not certified. All 383 teachers in grades 9-12 who taught a full assignment in foreign language were certified; and of 461 of the 558 teachers (82.6%) who taught a partial assignment in foreign language in grades 9-12, 232 were certified in foreign language only, while 229 were certified in both foreign language and other subject areas. Of those 232 teachers certified in foreign language only and teaching a partial foreign language assignment, 79 taught less than 50% (1 or 2 classes) in foreign language, 77 taught 50% (3 classes) in foreign language, and 76 taught at least 66% (4 classes or more) of foreign language. Of the 229 teachers certified in foreign language and other subject areas, 95 taught less than 50% (1 or 2 classes) in foreign language and 134 taught at least 50% or more (3 classes or more) in foreign language.

BIBLIOGRAPHY

1. ACTFL Newsletter, II, 1 (January, 1983).

2. Balfour, Victoria. "Latin is Alive and Well in Grade School," New York Times Education Supplement, January 9, 1983, pp. 25-26.

3. Burstal, Clare. "Primary French in the Balance," Foreign Language Annals, X, 3 (May, 1977), 245-252.

4. Crouse, Gale and Brace A. Noll. "Using Videotape to Teach Foreign Languages," Foreign Language Annals, XIII, 5 (October, 1980), 391-393.

5. Finocchiaro, Mary and Michael Bonomo. The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Co., 1973.

6. Future Trends in Language Instruction (EIC41-1080). Prepared by A.W. Lockwood. Educational Resources Information Center (1966 October, 1980): November 24, 1980).

7. Hope, Geoffrey. "Elementary French Computer - Assisted Instruction." Foreign Language Annals, XV, 5 (October, 1982), 347-353.

8. Jarvis, Gilbert A. (ed.). Perspective: A New Freedom. ACTFL Foreign Language Education Series, Vol. VII. Skokie, Ill: National Textbook Co., 1975.

9. Kavanaugh, Andrea. Correspondence to Dr. A. Craig Phillips from the National Committee for Internationalizing Education through Satellites. June 19, 1980.

10. Keilstrup, Duane V. "Using the Situation - Oriented Miniplay and the Videotape Recorder in Advanced Conversation." Foreign Language Annals. XIII, 5 October, 1980), 367-370.

11. Kunkle, John F. "Conclusions from the British FLES experiment." Foreign Language Annals. X, 3 (May, 1977), 253-252.

12. Lee, William R. "For and Against an Early Start." Foreign Language Annals, X, 3 (May, 1977), 263-270.

13. Masciantonio, Rudolph. "Tangible Benefits of the Study of Latin." Foreign Language Annals, X, 4 (September, 1977), 375-382.

14. Melpignano, Richard J. "Commercial French Radio in the Classroom." Foreign Language Annals, XIII, 5 (October, 1980), 387-390.

15. Moskowitz, Gertrude. "FLES Methods Course Now? . . . Yes, More Than Ever!" Foreign Language Annals, X, 3 (May, 1977), 277-280.

16. North Carolina Department of Public Instruction. Competency Goals and Performance Indicators K-12. Raleigh, NC: 1979.

17. North Carolina Department of Public Instruction. Course of Study for Elementary and Secondary Schools, K-12. (Curriculum/Administration Series) Raleigh, NC: 1973.

18. North Carolina Department of Public Instruction, Division of Language Arts. Modern Foreign Languages. Raleigh, NC: (No date).

19. Penfield, Wilder and L. Roberts. Speech and Brain Mechanisms. Princeton, NJ: Princeton University Press, 1959.

20. Phillips, A. Craig. "International Education--Perceptions, Perspectives, Prospects." Remarks for Southeast Regional Hearing of the Presidential Commission on Foreign Language and International Studies, Raleigh, N. C., April 12, 1979.

21. Philips, June K. (ed.). The Language Connection. ACTFL Foreign Language Education Series, Vol. 9. Skokie, Ill: National Textbook Co., 1977.

22. President's Commission on Foreign Language and International Studies. Background Papers and Studies. Washington, DC: November, 1979.

23. President's Commission on Foreign Language and International Studies. Strength through Wisdom: A Critique of U.S. Capability. Washington, DC: November, 1979.

24. Public Awareness Newsletter. American Council on the Teaching of Foreign Languages. I, 1 (March 1982).

25. Recommendations to the President's Commission on Foreign Languages and International Studies. Submitted jointly by the American Council of Teachers of Foreign Languages and the National Council for Social Studies.

26. Richmond., Edmun B. "German Via the Airwaves, Phase Two: On the Beam with CB Radio." Foreign Language Annals, XIII, 5 (October, 1980), 371-372.

27. Scanlan, Richard T. "Computer-Assisted Instruction in Latin." Foreign Language Annals. XIII, 1 (February, 1980), 53-55.

28. Simon, Paul. "The U.S. Crisis in Foreign Language." Annals, AAPSS, 449, May 1980.

29. Sims, William D. and Sandra B. Hammond. Award-Winning Foreign Language Programs. Skokie, Ill.: National Textbook Co., 1981.

30. Texas Education Agency. Second Language Education in Texas. Austin, TX: 1980.

31. Wallace, Judi Lawson, "A Program for Teaching French in Grades 3-5." Foreign Language Annals, X, 3 (May, 1977), 271-276.